Avishayes Primary School
& Early Years Centre
Behaviour for Learning Policy

Responsibility:	**Governors**
Reviewed:	**May 2025**
Next review date:	**May 2026**
Key legislation:	**Equality Act 2010**
This policy should be read in conjunction with:	
Exclusion Policy **Use of Reasonable Force Policy** **Anti-bullying Policy** **Special Educational Needs (SEN)** **Equal Opportunities Policy** **Attendance Policy** **Safeguarding and Child Protection Policy** **Keeping Children Safe in Education** **Education Act 1989**	

Introduction
At Avishayes Primary we strive to create an environment where self-esteem is promoted and all children feel safe and respected. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We believe this can be achieved by establishing a partnership between children, parents and staff working together for the benefit of the child, encouraging a positive environment built on mutual trust and respect for all.

We believe that all members of the school have a right to work in an environment where they feel happy and safe and are able to work to the best of their ability. This policy guides staff to teach self-discipline for positive behaviour. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our whole school approach ensures that all children are treated fairly and that the behaviour strategy is applied consistently.

Aims:
- To create positive behaviour that enables all children to be ready to learn
- To create an ethos where respect is shown by all for everyone and everything
- To create an ethos where responsibility is taken by all to conduct yourself safely
- To reinforce positive behaviour especially through the language used
- To provide a clear and uncomplicated expectations that are agreed and understood by the whole school community
- To teach the consequences of different choices of behaviour (positive and negative)

Children generally want to behave appropriately. Behaviour is a form of communication. Children need to be taught and learn what is right and wrong. We have to consider all factors as triggers for poor behaviour and try to reduce these wherever possible. It may be necessary to write specific Individual Behaviour Plans or follow the SEND Graduated Response Tool for some children who require additional support to manage their behaviour.

Promoting Positive Behaviour throughout our School

Our School Rules

Ready
Respectful
Safe

Behaviours for Learning

At the start of every term there will be a reminder of our Ready, Respectful and Safe rules, routines and expectations. Children will be reminded what this means in the classroom, playground and lunch-hall. We try to use the same language when reminding of rules. See Appendix 3.

Posters showing the rules are visible in each classroom, lunch-hall and playground.

Our School Rules and 'The 5Rs' of learning are taught and developed across the school during assembly and through our PSHE and Enquiry Curriculum.

Children who demonstrate the characteristics of Readiness, Reflectiveness, Resilience, Resourcefulness and Responsibility become Successful Learners.

Successful Learners are characterised by having self-awareness in learning, taking ownership of their learning, and being able to learn alongside others.



Philosophy

We recognise and value the importance of good behaviour. Behaviour that enables all children to learn, teachers to teach, in a safe environment. In order to achieve this we believe that everyone is responsible for working together to create a positive and consistent approach.

We **praise in public** and **sanction in private (wherever possible)**.

Everyone, Every time!

We want to notice pupils being good and to that end we accentuate the positive.

All staff will:

- Threshold - Meet and greet with a positive welcome and smile
- Give first attention to best conduct
- Plan lessons that meet the needs of all learners
- Recognise above and beyond
- Give Praise and thanks for children doing the right thing
- Be calm, consistent and fair – allow 'take-up time' between steps
- Follow up every time with restorative conversation – retain ownership
- Never ignore or walk past learners who are demonstrating poor conduct (See Appendix 1)

To encourage positive behaviour, we will:

- Give specific verbal praise
- Celebrate learning, both social and academic
- Nominate pupils for Celebration Assembly
- Send positive notes/postcards home

When we notice poor conduct we all use sanctions or consequences appropriate to the individual behaviour:
(see appendix 2 for Avishayes' Way)

The reminder
Remind the children of the expectations, **Ready, Respectful, Safe** delivered privately where possible. Give the learner a choice to do the right thing.

The warning (privately where possible)
Give a clear verbal caution making them aware of their behaviour clearly outlining the consequences if they continue. Use the microscript (see appendix 2) to remind the children of their previous good conduct to prove that they can make good choices. KS1 and EYFS adult takes child to one side to encourage thinking time.

Reset time in class or on the bench at breaktime (class table)
Reset boundaries using restorative conversation (see appendix 2) allowing the learner to reflect on their next step. Encourage reengagement with the learning using microscript. Children may need to miss their play-time or 15 mins of lunchtime to catch up on work missed. You may find it helpful to say, "I will need some time to consider the consequence for this poor behaviour." This will be managed by the class teacher.

Reset time outside the classroom (partner class Y5&Y6, Y3&Y4, Y1&Y2)
If the restorative conversation has not worked and they are still making poor choices, disrupting others and preventing the teacher from teaching, the learner will be removed from the immediate environment to their partner class. If all other steps have failed staff use a walkie-talkie to call for assistance. The member of SLT on duty will be informed if they need a physical break or if they need to complete work. We do not give 'fame' to those who choose not to meet our high standards of behaviour. Staff on call will log any further behaviour on My Concern if necessary and the parent will be informed by the class teacher. Adult follows up with Restorative Conversation when the child is ready.

Reset time with Phase Leader
If the follow-up restorative conversation fails to repair the behaviour to a satisfactory end or the child has needed time out of the class a number of times, the child may be

requested by their class teacher to spend some time with a phase leader. A member of SLT or Pastoral Team will be called to follow-up the behaviour. They will select the most appropriate:

- Support and, if necessary, facilitate the restorative conversation between the member of staff and learner
- Arrange a meeting with learner, parent and member of staff which may result in an individual behaviour plan being written
- Discuss an appropriate action plan with the learner
- Discuss the consequences for the learner if they choose not to meet the required actions
- Discuss the benefits of a positive outcome
- Learners will always be encouraged to make the right choices and take responsibility for their actions
- Learners will be encouraged to accept the consequences, which may include internal exclusion, catching up on work not completed, missing break-time or lunchtime or being moved to a supported place during less structured times

Serious Breach - an incident that may lead to a fixed-term suspension.
If the child has behaved in a way that has caused significant harm to another child or adult or has behaved in a way which is likely to cause themselves harm, an external suspension may be needed. See Exclusion Policy.

Suspension
A suspension excludes a pupil for a temporary (fixed) period with a view to the pupils being readmitted to the school at the end of the allocated time. A student's suspension may not exceed 45 school days in any one school year. If a pupil reaches 16 days of suspension in any one term, a Governors' Disciplinary Panel must be convened.

The Headteacher is ultimately responsible for the decision to suspend and authorises every suspension. In the majority of cases, however, the recommendation to suspend and the process is undertaken by two School Leaders, who oversee students' conduct and welfare.

Keeping Children Safe in Education states: **"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."**

And in advice about suspensions: **"The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion."** And **"The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion."**

Fixed-term suspensions are used sparingly and in response to a serious breach of discipline or following an accumulation of issues.
Where a fixed-term suspension is issued:

- a member of school staff has a telephone conversation with the parent/carer of the suspended student, informing them of the reason for and length of the suspension
- the Headteacher writes to the parent/carer to notify them formally of the suspension and inform them of their legal rights and responsibilities
- the school is required to provide work for any fixed-term suspension of more than one day

At the end of a fixed-term suspension a re-integration meeting is convened before the pupil may return to lessons. Re-integration meetings are usually led by the Headteacher or SENDCO, with the pupil, their parent/carer and the SENCO and/or the Home School Link Worker also present, if necessary. The purpose of the re-integration meeting is to review the offence that led to the suspension as well as the provision in place to support the pupil's behaviour and reintegration into school.

If the Headteacher is satisfied the pupil has learnt from the offence and will try their hardest to ensure it will not be repeated, the pupil will be readmitted to the school. However, the school may extend the suspension if it does not feel satisfied that they are ready return.

Permanent Exclusion

The Headteacher has responsibility for the decision to permanently exclude a pupil; this may be in response to a serious breach of discipline or following an accumulation of issues. It is an absolute last resort and is issued where other strategies or support have failed to improve a pupil's behaviour or if allowing the pupil to remain in school would seriously harm the education, safety or welfare of that pupil or others in the school.

Furthermore, it is the responsibility of the Headteacher to:

- regularly inform the parents/carers of new decisions and developments in the case, the parent/carer's rights of appeal and where they may seek further advice
- make arrangements for the continuing education of the pupil
- convene a panel of governors to review the decision to permanently exclude

ROLES AND RESPONSIBILITIES

Governing Body
The Governing Body regularly reviews systems for maintaining standards of attendance and behaviour, including scrutinising suspension figures.

If, following readmission by the Headteacher, another suspension is issued, a Governors' Warning Panel, consisting of one or two governors, may be convened at the request of the school. The purpose of this panel is to support the pupil to improve his/her behaviour, to realising the seriousness of their behaviour and the impact this may have on their future at the school.

A Governors' Disciplinary Panel is convened:

- if a student exceeds fifteen days of suspension in any one term
- at parental request for pupils with between five and fifteen days suspension in any one term
- if it would result in a pupil missing a public examination or national curriculum test
- if the Headteacher has made the decision

It is the Panel's responsibility to review the incident or accumulation of incidents and the Headteacher's decision to suspend, taking into account the views of the student and their parent/carer. The panel will decide either to uphold or agree to the reinstatement of the student immediately or on a particular date.

The school may also seek the advice of the Local Authority's Social Inclusion Officer.

Parents/Carers
The school seeks to work with parents/ carers where there are concerns over a learners behaviour. This partnership is vital in supporting students in attending and behaving well. Parents/carers of an suspended student have a legal responsibility to ensure their child is supervised throughout the period of the suspension. The student is not permitted to be in public during the school day without reasonable justification.

Parents/carers should ensure that work provided for their child is completed and returned to school for marking.

Because the support of parents/carers is important for students to avoid further suspensions, a suspended student should be accompanied by a parent/carer at any re-admission meeting for the student to be permitted to return to lessons.

Parents/carers have the right to appeal the school's decisions to suspend their child. Further information is always included on suspension letters sent home. Parents are also provided with contact numbers for external impartial advice.

Appendix 1

Disruptive	Defiant or Disrespectful	Physically Aggressive	Racist or Discrimatory	Verbally Aggressive	Disrespectful to property
-Talking over others -Calling out -Tapping pencils or the table -Preventing others from learning -Moving or touching other people's things -Shouting or swearing -Threatening others -Running inside	-Refusing to follow instructions or make good choices -Answering back -Shouting or swearing -Running off -Absconding -Arguing with adult	-Being unsafe -Pushing others -Getting into others' space -Fighting -Pulling, grabbing -Kicking -Punching -Biting -Pinching -Assault	-Any verbal derogatory comments intended to or caused harm: -race -colour -ethnicity -gender -background -look	-Shouting -Threatening -Refusals -Repeated negative comments about someone -Swearing -Blaming -Arguing -Taunting	-Drawing on others' books -Damaging property -Treating property disrespectfully -Being untidy in an unsafe way -Breaking resources on purpose -Tearing out pages of workbook -Defacing property

Here are some examples of poor choices of conduct. It is not an exhaustive list but it is important that all members of staff should be prepared to remind children making poor choices to make the right choice. Wording should be what the child ***should do*** not re-inforce what they ***should not be doing***.

For example, if a child is running through the corridor say, " You need to walk with pride thank you."
Or if a child is shouting say, "Let's move to a place where you can calm down, thank you."
Try to avoid asking questions like "Do you want to leave the classroom?" as this gives them the opportunity to refuse.

If you see another member of staff dealing with an issue stand with them, if you feel that they need help say 'I think you are needed in the staffroom. Do you want to go now?'. If you can see that the child has flipped, or is about to flip, call the staff on call for assistance.

Appendix 2

The Avishayes' Way

Rules



Visible Consistencies

-Meet and greet with a smile (positive modelling)
-First attention to best behaviour
-Don't walk by – address behaviour (we need to talk)

Over & Above Recognition

Celebrate learning

Celebration Assembly

Golden ticket

Postcards home

Relentless Routines

Line up in class order (adult led)
Walk with pride

Keep hands and feet to yourself – gentle hands

3 – empty hands
2 - perfect posture
1 - eyes on me

Stepped Boundaries

Reminder of rule

Warning

Move in class

Reset outside class

Catch up missed work

My Concern

Support Colleagues

I think you're needed in the staffroom – do you need to go now?

Microscripts & Mantras

I have noticed/I can see/I can accept … but you must accept

Thank you for …

This is not following our rule of …

I know you can … Because when …

You need to reset with …

We need to talk (later) …

Restorative Questions

What happened?

What were you thinking?

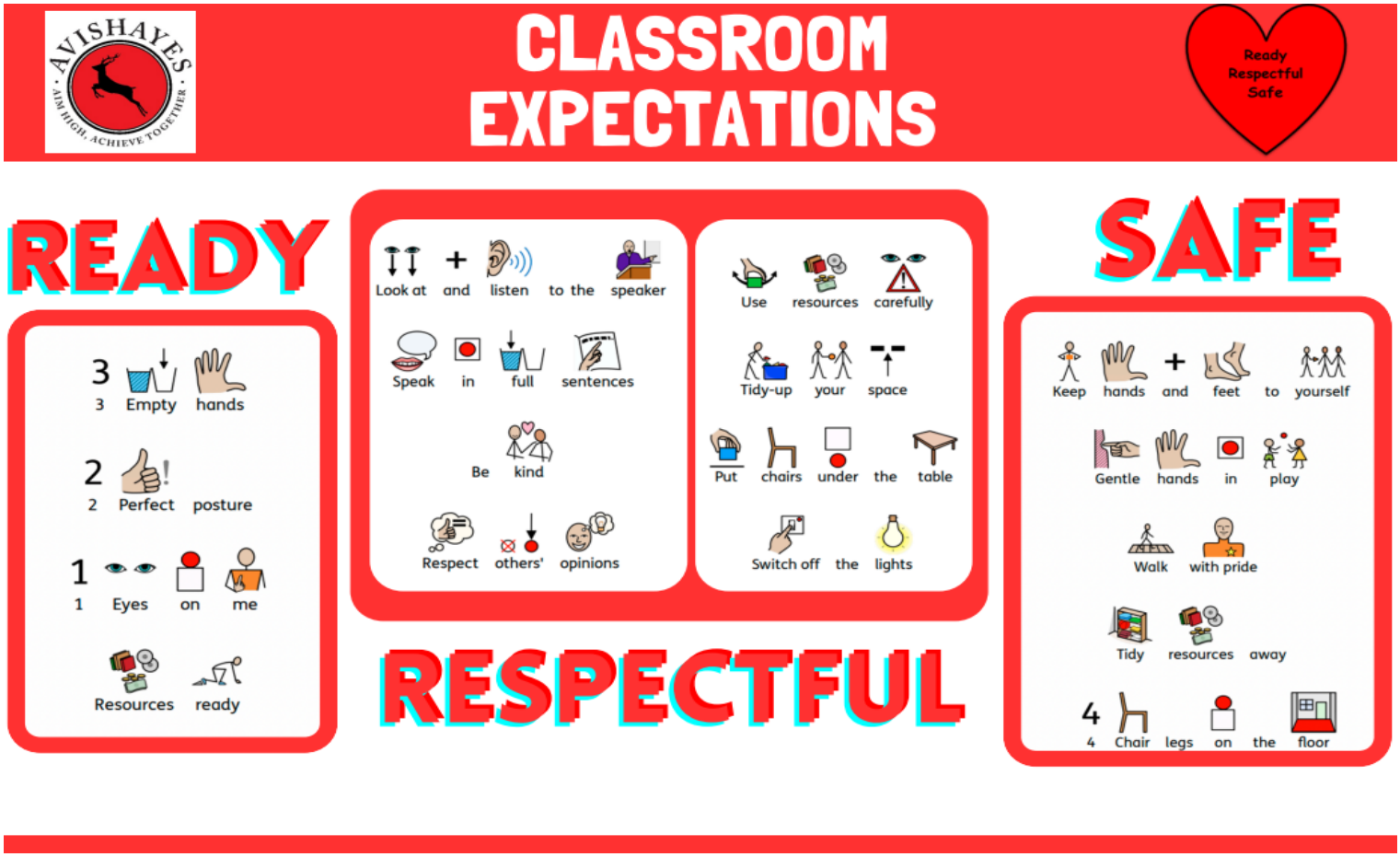
How did you feel?

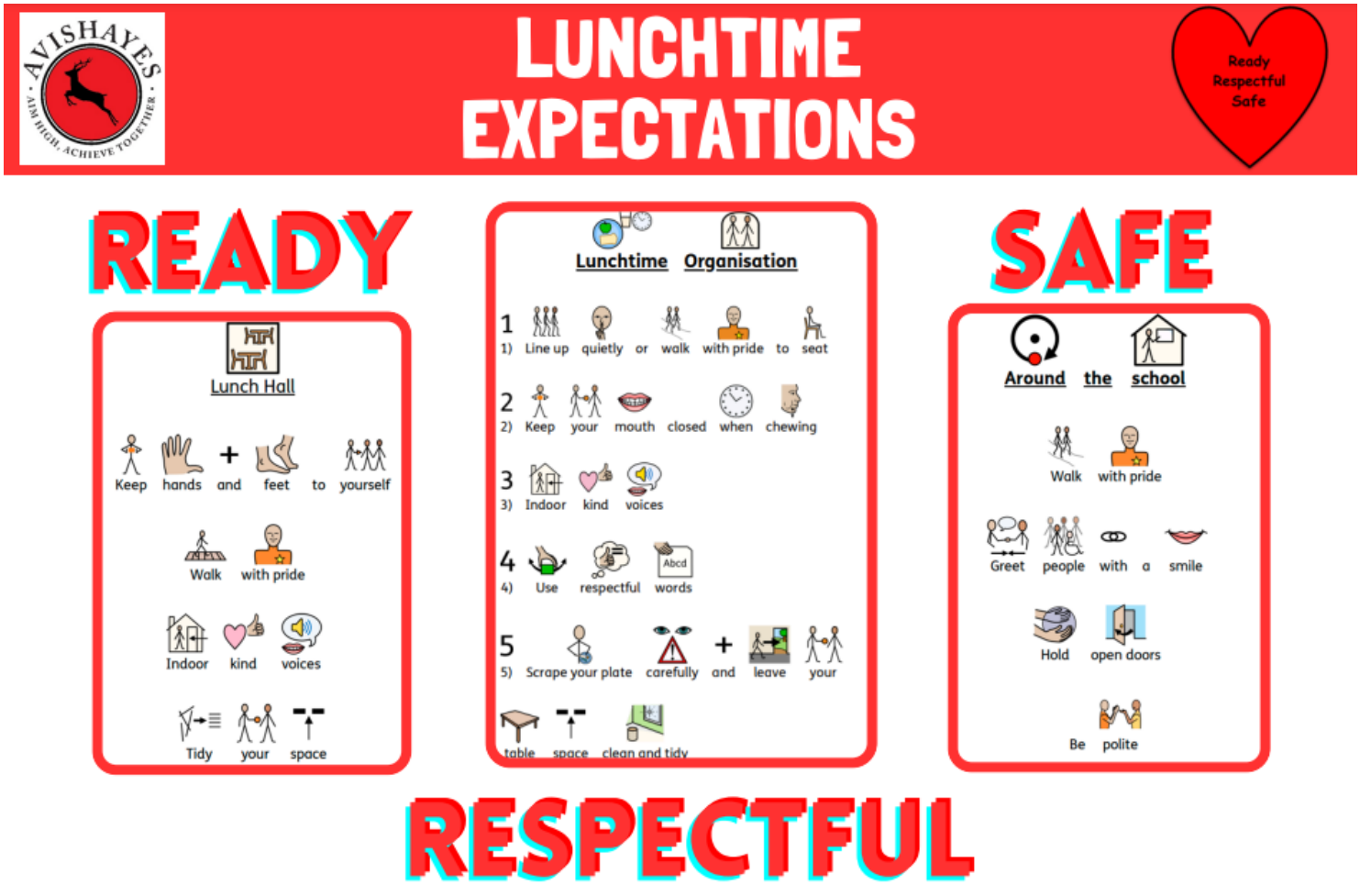
How did others feel?

What do you need to do differently?

Is there anything you need to do to repair? Now? In the future?

Appendix 3


CLASSROOM EXPECTATIONS
Ready Respectful Safe
READY
3 Empty hands
2 Perfect posture
1 Eyes on me
Resources ready
Look at and listen to the speaker
Speak in full sentences
Be kind
Respect others' opinions
Use resources carefully
Tidy-up your space
Put chairs under the table
Switch off the lights
RESPECTFUL
SAFE
Keep hands and feet to yourself
Gentle hands in play
Walk with pride
Tidy resources away
4 Chair legs on the floor


LUNCHTIME EXPECTATIONS
Ready Respectful Safe
READY
Lunch Hall
Keep hands and feet to yourself
Walk with pride
Indoor kind voices
Tidy your space
Lunchtime Organisation
1 1) Line up quietly or walk with pride to seat
2 2) Keep your mouth closed when chewing
3 3) Indoor kind voices
4 4) Use respectful words
5 5) Scrape your plate carefully and leave your
table space clean and tidy
SAFE
Around the school
Walk with pride
Greet people with a smile
Hold open doors
Be polite
RESPECTFUL

PLAYGROUND EXPECTATIONS

Ready Respectful Safe

1) Eat healthy snack

2) Play kindly with each other and use resources safely

3) Stop when the whistle sounds

4) Line up in class order

5) Walk with pride back to the classroom

Keep hands and feet to yourself

Speak and listen with respect

Use space safely

Ask adults for help

1. Reminder of our rules

2. Move to stand with an adult

3. Reflection time in The Bridge

5 to 10 minutes then return outside

4. Reflection time outside Staff Room

teacher informed

CONSEQUENCES

Ready Respectful Safe

Consequences

1. Reminder of our rules

2. Move within class

3. Reflection time in paired class

5 to 10 minutes then return to class

4. Complete work at Reflection Time

12:00 - 12:15

Positive Consequences

First attention to good behaviour

Star of the day

Celebrate your learning

Celebration assembly

Golden certificate

Playtime Consequences

1. Reminder of our rules

2. Move to stand with an adult

3. Reflection time in The Bridge

5 to 10 minutes then return outside

4. Reflection time outside Staff Room +

teacher informed

REFLECTION TIME

Name: Date: Time:

worried | fidgety | confused | angry | excited

scared | What were you thinking or feeling? | distracted

silly | not okay

frustrated | tired | giggly | fizzy | out of control

threw something | pushed someone | shouted at someone | rude to someone | walked off

scribbled on work | What happened? | ripped my work

spat at someone | broke something

something else | unkind to someone | kicked someone | hurt someone | something else

me | my friend | my teacher | another child | my TA

my mum | Who has been affected? | a group

my dad | midday supervisor

my family | someone else

sad | sorry | guilty | stressed | ashamed

better | What are you thinking or feeling now? | not okay

mad | okay

calm | scared | unsure | fizzy | something else

make a plan | write a letter | talk to someone | say sorry to someone | fix something

thinking time | What needs to happen to put it right? | tidy something

think about zones | lost chances slip

quiet time | something else

talk to a teacher | ask for quiet time | fiddle with something | talk to someone | walk away

Next time I could...

play with someeone else | 1 2 3 count to 10 | take deep breaths | sit near someone else | something else

Adult supporting:

Ready
Respectful
Safe